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ABSTRACT

This book derives from a series of sessions in which a study group of elementary teachers and their principals discussed children's mathematical work in relation to alternative assessment. The purposes of this book to describe the next tier of work for teachers in alternative assessment and how that work can be applied to elementary mathematics: to share the findings of a project study group engaged in this next tier of assessment, to give readers the opportunity to build their expertise in judging student work, and to present a framework for organizing a study group around the work of students and colleagues. The "sessions" in this book parallel the project study group's sessions. Each one addresses a major idea related to judging student work and how that idea is captured in instruction, curriculum, and assessment. The five sessions include: (1) "From Intuition To Expert Judgment"; (2) "Creating Conversations around Student Work"; (3) "Looking at Student Work across Time"; (4) "What Constitutes a Good Classroom Assessment Activity?"; and (5) "Looking at Student Work across Grade Levels." Contains 20 references. (JRH)

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